

The Rhode Island State Assessment Program
Spring, 2006

District and School Testing Coordinator's Manual

~
The New Standards Reference Exams in
English Language Arts and Mathematics

~
ACCESS for ELLs

~
Alternate Assessment

~
DRA

~
Use of data for Accountability Classifications
~



Peter McWalters,
Commissioner

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Introduction

The federal No Child Left Behind Act (NCLB) signed in January 2002 makes clear in its title that schools must assess and report the progress of all students without exception. Rhode Island's State Assessment Program has for several years emphasized a commitment to include ALL KIDS by using highly inclusive guidelines for state testing and by developing an alternate assessment for students with certain special disabilities. Because our core belief is that all students are entitled to strive toward high standards, the assessment system must account for every student. Research suggests that children's performance improves when expectations are high, content is challenging, and instruction is expert. We want nothing less for Rhode Island's children.

This handbook will assist district and school testing coordinators and principals in implementing the Rhode Island State Assessment Program (RISAP) for spring 2006.

This handbook refers to the following assessments: *New Standards Reference Exams* for English Language Arts and Mathematics, the Alternate Assessment for grade 10 students, the DRA, and the ACCESS for ELLs.

Who to call and where to find information on...

Insufficient, Missing, or Damaged Materials:

- New Standards Reference Exams (www.harcourtspectrum.com - the Contract is Rhodelsland)
- Alternate Assessment; contact Cynthia Corbridge
- ACCESS for ELLs; contact Susan Feldman, MetriTech, at 217-398-4868 or by email at sfeldman@metritech.com
- DRA (all schools should have the DRA kits. Kits are the property of the school. If a teacher left, schools must retain DRA kits. If you have questions, call Heather Heineke Agnew)

Large Print, Braille, or Spanish:

- New Standards Reference Exams (to check on additional availability, call Maria Lindia)

SASID for a student or to get a student's SASID from a previous RI school or district:

- Contact your District Data Manager to get a SASID for a new students
- Contact your District Data Manager to get a student's SASID from a previous RI school or district

Enrollment roster problems or questions:

- Contact your District Data Manger with corrections

Pre-ID labels:

- For information on handling problems with Pre-ID labels, turn to page 12 of this manual for more information.

Notices regarding issues with testing will posted on the RIDE website at:

http://www.rido.net/assessment/Assmt_Acct_Default.htm

Shipping addresses and instructions for packing New Standards test materials can be found on page 25.

Office of Assessment & Accountability staff:

- **New Standards Reference Exams** Ellen Hedlund (222-8495 and ellen.hedlund@ride.ri.gov)
- **Alternate Assessment:** Cynthia Corbridge (222-8497 and Cynthia.corbridge@ride.ri.gov)
- **ACCESS for ELLs:** Maria Lindia (222-8494 and maria.lindia@ride.ri.gov)
- **DRA:** Heather Heineke Agnew (222-8493 and heather.agnew@ride.ri.gov)

Additional material for district and school testing coordinators:

- ➔ Test Administration Manual for New Standards Reference Examinations for Mathematics and English Language Arts and the School Testing Coordinator's Checklist and Directions are delivered with the testing materials. The Manual and Checklist contain specific testing information not contained in this handbook.
- ➔ Alternate Assessment guidance given to teachers in a series of workshops during the school year.
- ➔ ACCESS for ELLs Test Administration Manual
- ➔ The DRA K-3 Teacher Resource Guide found in each teacher's kit and the technical User Guides found on the Pearson website.

Brief Step-by-step of what you need to do to prepare for the state assessments

- ➔ Schedule the state assessments. Consult with your district testing coordinator if you have any questions.
- ➔ Decide who will be responsible for communicating with Harcourt on the website (www.harcourtspectrum.com). All schools must use this website at the conclusion of *New Standards* testing.
- ➔ Plan when and how extended time can be provided on each day of testing. Review the Time Planning Chart for Test Administrators for assistance.
- ➔ Review your enrollment roster for accuracy prior to March 13th and inform the District Data Manager of any necessary corrections.
- ➔ Develop a plan for make-up testing. A test score cannot be provided to any student who does not attempt all of the test sessions. Students without a test score receive a “No Score”, which negatively impacts a school’s performance summary report and classification.
- ➔ For the New Standards Reference Examination in Mathematics, ensure that every student at grade 11 has a calculator and a ruler with both standard and metric units when taking the Mathematics exam. Students are allowed to use textbooks, and any mathematical materials, including manipulatives, used in classroom instruction.
- ➔ Develop a plan to inform staff about the pre-ID label process for New Standards and required test administration and security procedures. An answer booklet with a pre-ID label or gridded information for must be submitted for every enrolled grade 11 student, whether tested or not.
- ➔ Be sure that you have all of the student information required for special coding for each of the state assessments you will be administering.
- ➔ Contact all outplacement schools that enroll students from your district to ensure that they will be tested. Districts must include their students who attend outplacement schools in the eRIDE roster submissions. These students get a school code “190” plus the 2-digit district code.
- ➔ Determine your district’s policy regarding the testing of each **home-schooled student**. If testing is required by your district, develop a
 - schedule for testing;
 - list of students you must test;
 - procedure for coding all the assessments being administered;
 - method for contacting families to arrange for testing home-schooled students in grade 11.**Only authorized school personnel may administer the state assessments to home-schooled students.**

Scheduling the State Assessments

Assessment Dates for New Standards, ACCESS for ELLs, and DRA, 2006

Grade	Assessment	Test Sessions Required	Testing Dates	Shipping Date
11	New Standards Math	3	March 20 - 24	April 5
11	New Standards ELA	3	March 13 - 17	April 5
10	Alternate Assessment	Year-long	--	May 25
K-12	ACCESS for ELLs	Variable	March 1–26	April 4
K, 1	DRA	Variable	May 1 - 31	June 3

Note: For students taking the Alternate Assessment, the completion date will be May 10th, 2006. Additional information regarding return of portfolios will be sent to schools in April.

The New Standards exams were never intended to be rigidly timed or “speeded” tests. **Consequently, persons responsible for the logistics and organization of testing days should make allowances for students who need additional testing time and should plan accordingly.** Please use the minimum time specifications for each of the assessments in the chart on the below as a guide for scheduling.

School testing coordinators must have contingency plans in place for students who need additional time on any day of testing. Test administrators must be informed prior to testing about these contingencies. For students who are given additional testing time beyond what appears in the time chart, the test administrator must code accommodation 41 (extended time) in the testing accommodations area, **Box H**, of the student response booklet. Extended time must be given within the same school day unless accommodation 42 (flexible schedule—extended test sessions over several days) has been **pre-identified** as an appropriate testing accommodation. Extended time is available to all students and does not influence the scoring or reporting process.

The suggested times on the following chart are based on how long it takes the majority of students to complete each test session. **However, because these are performance assessments, the time limits should not be strictly enforced. Students should be allowed to continue as long as they are working productively.**

Time Planning Chart for Test Administrators (in minutes), spring 2006

	Initial Gridding of Name, etc.	Distribution and Directions	Minimum Testing Time	Total Time of Session
NEW STANDARDS ENGLISH LANGUAGE ARTS (GRADE 11)				
Session 1	5*	5	85	90*–100
Session 2	5*	5	85	90*–100
Session 3	-	5	85	95*–100
NEW STANDARDS MATHEMATICS (GRADE 11)				
Session 1	5*	5	85	90*–100
Session 2	5*	5	85	90*–100
Session 3	-	5	85	90*–100
ACCESS for ELLs (Grades K–12)				
Prior Day	15	-	-	15**
Reading	-	10	40	50**
Writing	-	10	60	70**
Listening		10	25	35**
Speaking		N/A	15 per child	Variable

*Normally, each test session allows about ten minutes for student information gridding (name, date of birth, etc.); this is not required for students with pre-ID labels.

**Time estimates are for a 4th grade test administration. Consult the ACCESS for ELLs Administration Manual for administration times that apply to other grade levels.

Identify Primary Test Administrators and Plan for Supplemental Test Administrations

- ➔ Determine the primary test administrators for each assessment. A primary test administrator is one who will administer **all** portions of a particular state assessment to a class or group of students. They will assume primary responsibility for designated test materials. Primary test administrators are typically regular classroom teachers, special educators, ESL teachers, guidance counselors, and other certified personnel.
- ➔ Determine who will provide testing accommodations to students and where the accommodated testing will occur. Remember that any student may receive an accommodation, regardless of IEP status.
- ➔ Determine who:
 - will supervise extended-time session(s) each day if any students need more time,
 - will administer make-up tests,
 - will substitute for primary test administrators in case of absence,
 - may need to assume other partial test administration roles, and
 - will assess any home-schooled students requiring assessment.
- ➔ Do not give a substitute or student teacher test administration responsibilities. Only long-term substitutes who are familiar to the students should administer the state assessments. All test administrators need to be familiar with the students, the assessments, and the security procedures.
- ➔ All test administrators, including substitutes, must be briefed about all of the security procedures and must sign an Affirmation of Test Security Form prior to testing.

Review Your Enrollment Roster, LEP and Special Education Census Data

Enrollment rosters for each school, submitted by districts to **eRIDE**, are crucial to the accurate calculation of participation rates for each test.

For New Standards, every student enrolled in grade 11 on Monday, March 13th, 2006, will be classified as having a valid score, a “No Score”, or an exemption. If the official enrollment on March 13th is higher than the number of test booklets returned, a number of “No Score” records may be added to the test score file. Consequently, it is important for principals to ensure that accurate enrollments have been provided by district offices to **eRIDE**. Students with a “No Score” are regarded as not having met the state performance standard and are counted as such in classifying the performance level of schools.

December 1st Enrollment Update: Review the roster for your school, which was submitted to eRIDE on December 1st, 2005, and notify your district of needed changes such as students who have withdrawn from school, students who have enrolled in your school since December 1st, and students whose grade level designation changed after December 1st. The December 1st enrollment list was used to create the pre-ID labels. A test booklet must be submitted for each student enrolled as of March 13th, 2006 (the first day of testing for grade 11). If a student withdraws from school between March 14th and March 24th, be sure to grid Box G of the demographic sheet on both New Standards test booklets.

eRIDE Accountability Enrollment Update: Prior to March 13th, schools need to provide enrollment changes to the district data manager. This enrollment list will be used for accountability purposes and will be compared to the score files that we receive from the Harcourt and to the LEP and Special Education Census. The K-12 enrollment files as well as the demographic fields should be updated (race, gender, DOB, program participation [IEP, LEP, LEP Monitored, lunch, Title I, 504, attending a Career/Tech Center]). The “enrolled as of” date is March 13th.

For DRA Participation: Review the roster for your school, which was submitted to eRIDE on December 15th, 2005, and notify your district of needed changes such as students who have withdrawn from school, students who have enrolled in your school since December 15th, and students whose grade level designation changed after December 15th. A score must be entered for each student enrolled as of April 1st, 2006 (the first scheduled date of DRA testing).

Testing Students who enroll between March 14th and March 24th

The school can decide whether or not to test these students, but if the student is a transfer from another school within the district, the school must test the student. You do not have to make up testing that was completed before the student enrolled. Grid the “Student enrolled in school after March 14th, 2006 in Box G.

Students who leave or move between March 14th and March 24th

Since these students will be on the March 13th roster, both ELA and Math test booklets need to be submitted for them (whether the booklets include any work or not). Grid the “Student withdrew after March 14th, 2006” in Box G.

Testing Suspended Students or Students being Tutored at Home

In contrast to home-schooled students, home-tutored or suspended students are assigned a “No Score” (which is equivalent to not meeting the state performance standard) if the school does not administer the state-required assessments. Attention should be made to the length of the make-up testing dates to provide testing opportunities for suspended students. When feasible, staff should be assigned to assess home-tutored students. See page 16 regarding State-Approved Special Considerations.

Testing English Language Learners (ELLs)

The assessment requirements for ELLs served by bilingual and limited English proficient (LEP) programs are the same for 2006 as those implemented for the 2004-05 program. However, the MAC II will no longer be used; instead, this is the first year of the new ACCESS for ELLs assessment. All students served by LEP programs in any grade (K–12) must ALSO be assessed with the ACCESS for ELLs during March 2006. This assessment covers listening, speaking, reading, and writing proficiency in the English language.

- All grade 11 students in LEP programs (bilingual and/or ESL) who entered the U.S. for the first time prior to June 30th, 2005 must take the New Standards Mathematics and New Standards Reference Exam in ELA. Those who entered the U.S. for the first time **AFTER** June 30th, 2005, are exempted from taking the New Standards English Language Arts exam **ONLY**; these students must take the New Standards Mathematics exam.
- Students in LEP programs in grades K or 1 who entered the U.S. for the first time after June 30th, 2005, are exempt from the DRA assessment.
- **Monitored students:** State law requires a two-year monitoring period after students are exited from LEP programs. **These students must take the ACCESS for ELLs assessment, regardless of their entry date into the U.S. and their monitored status.**

What you need to do for the state assessments (ELL participation)

- ➔ Generate a list of students' names from the LEP census indicating whether the student is in an ESL or a bilingual program, date of entry into the U.S., and those students exited from LEP services since October 1st, 2003 (LEP Monitored status).
- ➔ All students in an ESL or bilingual program must take the ACCESS for ELLs regardless of enrollment date.
- ➔ Be sure to review all of the valid testing accommodations presented in Appendix A on page 39. Several of these accommodations are applicable to LEP students.

Verify Grade Designations

When enrollment rosters and student demographics are updated on eRIDE, no student may be classified as ungraded. For a special needs student, the IEP is the final arbiter of the student's current grade designation. It is expected that IEP teams will comply with the following guidelines:

1. students should not be assigned a grade designation that is more than two years beyond the typical grade of peers who are of the same age;
2. a student should not be assigned a grade that is outside of the grade range of the school in which he or she is being instructed; and
3. all IEPs must indicate the grade designation of the student for the 2005–06 school year.

What you need to do for the state assessments (grade designation): At the high school level, local policies govern grade designation if students have failed courses in prior years. All grade 11 students with disabilities are expected to participate in the New Standards exams or be eligible for the Alternate Assessment. Students must be tested according to the grade designation to which they are assigned even if they are, for example, in an English class at a different grade designation.

- ➔ Ensure that all students in your school(s) are assigned a grade designation and that the corresponding state assessments for that grade level are administered.

Testing Students with Special Needs

All students with special needs participate in the Rhode Island State Assessment Program either by taking the NECAP, New Standards exams, or by submitting an Alternate Assessment portfolio. Students with special needs are often given extensive testing accommodations. All persons administering assessments to special education students should be familiar with the assessment guidance that is part of each student's IEP and with the allowed state assessment accommodations, which vary by test.

Any student may be given testing accommodations as long as they parallel the accommodations used for that student in daily instruction and do not invalidate the purpose of the test (see approved accommodations list for each assessment on page 39 of Appendix A).

How Alternate Assessment Scores are used: Scores of students taking the Alternate Assessment are classified into the same performance categories (plus "No Score") as students taking the usual assessments. This allows the scores of alternately assessed students to be aggregated with the scores of other students for the performance classification of schools and districts under the No Child Left Behind Act.

The State has established goals for the performance of children with challenging disabilities that are consistent, to the maximum extent appropriate, with the goals and standards for non-disabled children. The inclusion of students with disabilities in the assessment and accountability system is critical to ensure appropriate allocation of resources and learning opportunities for these students. The Alternate Assessment is designed for the less than one percent of the student population for whom traditional assessments, even with accommodations, would be an inappropriate measure of progress. Completion of an Alternate Assessment portfolio accomplishes the following results:

- ensures that students with significant challenges will be represented in school achievement data;
- provides multiple ways for the IEP team (including general and special education teachers, support services, families, and students) to measure progress on relevant student outcomes;
- encourages student choice and decision-making in learning as well as evaluation of student work;
- merges instructional and assessment activities; and
- builds support for meaningful participation in appropriate general education curriculum.

What you need to do for the state assessments (special education students): Very few students participate in the Alternate Assessment. If a student in grade 2, 3, 4, 5, 6, 7, 8, or 10 meets all of the eligibility criteria, that student should be involved in the creation of an Alternate Assessment portfolio.

- ➔ Students in grade 11 that qualify for the Alternate Assessment should not take the New Standards exams.
- ➔ **The Alternate Assessment portfolio is not required for grade 11 students.** However, create a list of students who would be taking the Alternate Assessment at grade 11 and fax it to Mary Ann Snider at 222-3605 or 222-6667 so they can be removed from accountability classifications. This list will be matched against the information submitted for the December, 2005 Special Education Census.
- ➔ Confirm that students with severe disabilities **in grade 10** are completing an Alternate Assessment portfolio. These students' scores will be part of accountability calculations for the 2006-07 school year.
- ➔ If a student becomes eligible for the Alternate Assessment after the start of the school year, the number of required data collection points for the portfolio may be adjusted. Refer to the Alternate Assessment Guidance for the details or contact Cynthia Corbridge in the Office of Assessment and Accountability at cynthia.corbridge@ride.ri.gov or 222-8497.

New Standards Pre-ID labels

Student pre-ID labels will be provided for both New Standards assessments. Additional information may be needed for some students, such as those in boxes A and H on the NSRE test booklets. Schools will still need to grid any accommodations provided.

Steps to Organizing the New Standards pre-ID Labels Prior to Testing

- ➔ Obtain or create class lists for each test administrator, including those working with small group/special administrations. Keep these lists separate for ELA and Mathematics.
- ➔ Attach the pre-ID labels to the ELA test booklets by class; otherwise the security sign-outs will be very difficult and time consuming.
- ➔ Be sure that each test administrator has enough test booklets to match the number of names on the class list (plus one for the test administrator), even if some students do not have pre-ID labels.
- ➔ If you receive pre-ID labels for **students who are no longer enrolled** as of March 13th, 2006, DO NOT place them on test booklets. Return these labels to Harcourt with your UNUSED materials.
- ➔ If a student with a pre-ID label officially **withdraws** from your school **between March 14th and March 24th, 2006**, you will need to indicate that in **Box G** on both test booklets.
- ➔ **For enrolled students without pre-ID labels**, the school will need to obtain SASIDs from the District Data Manager and complete all of the required gridding, including the SASID, on both test booklets for each student. It is also helpful to print the student's name in Box A of the test booklets.
- ➔ Repeat this process for Mathematics using the second set of labels.

Outplacement schools follow these steps:

- ➔ Outplacement schools should contact the district testing coordinators if they have not received pre-ID labels by March 3rd.
- ➔ For any students without pre-ID labels, outplacement schools will need the student's SASID. Contact the district testing coordinator for each student's SASID if necessary.
- ➔ If you receive labels for students no longer in your school (or never in your school), notify the appropriate district testing coordinator. Return these labels with the unused testing materials.

Testing Accommodations for ALL Students

Assessment accommodations are changes in the way(s) an assessment is administered. Accommodations do not change what is being assessed. The purpose of providing accommodations is to “level the playing field” so that each student may demonstrate the full extent of what he or she knows and is able to do.

There are five general categories of assessment accommodations:

1. the setting in which the assessment is administered;
2. the presentation of the assessment;
3. the scheduling of the assessment;
4. the timing of the assessment; and
5. the manner in which a student responds to an assessment.

Who May Receive Assessment Accommodations? In Rhode Island, any student may receive instructional and assessment accommodations. Students do not need to have an IEP or 504 Plan to receive accommodations. For those students who receive accommodations during instruction and for classroom tests, use of those same accommodations should be considered for the state assessments *as long as the accommodation does not invalidate the purpose of the test.*

Who Should Not Receive an Assessment Accommodation? Accommodations should not be considered for students who do not regularly receive them. Such changes may be confusing to students and add unnecessary stress to the testing situation. The Classroom Teacher Accommodations Worksheet on page 38 can be helpful in reviewing the relationship between instructional and assessment accommodations

What is an Appropriate Accommodation? The New Standards ELA exam and the Mathematics exam each has a unique purpose and is designed to be administered under specific conditions. The “Table of Assessment Accommodations and Codes” in Appendix A indicates with a “Y” for “yes” or a “NO” if the use of a particular accommodation is appropriate, given the purpose of that assessment.

If use of an accommodation is indicated as NOT being appropriate, this means that its use would change the meaning of the results; that is, the test would no longer be measuring what it was designed to measure. For example, if a student receives a “reading all or part of test” accommodation during the ELA exam, the results of the assessment become invalid because this assessment was designed to measure reading skills, not listening skills. If the student does not read the exam him- or herself, the results do not indicate how well the student can read. Test results considered invalid are converted to “No Scores.”

Typically, less than one percent of all students enrolled will be unable to participate in the standard assessments, even with accommodations. As IEPs are reviewed, any decision that a student will participate in the Alternate Assessment must be based on a “yes” response to all of the nine eligibility criteria for the Alternate Assessment. A student’s IEP must indicate clearly how the student will participate in the state assessments.

What you need to do: Planning for and Reviewing Assessment Accommodations

Here are some suggestions for establishing an annual review of assessment accommodations in preparing ALL KIDS for the RI State Assessment Program.

- ➔ The principal/designee forms a team to oversee the review of the accommodations for all eligible students. Team membership should include classroom teachers who represent each content area being assessed as well as special education, LEP and Title 1 teachers, and support staff and administrators who are involved in the assessment coding and administration.
- ➔ The team reviews the testing schedule, paying particular attention to the staffing needed for special accommodations, make-up testing, and room arrangements if some students need additional testing time.
- ➔ The team should encourage teachers to use the Classroom Teacher Accommodations Worksheet for identifying needed accommodations. These accommodations can then be compared with the accommodations master chart in Appendix A to see which of the identified accommodations are allowed on each state assessment.
- ➔ The team should consider these factors when making accommodation decisions:
 - Is/are the accommodation(s) part of this student's regular instruction?
 - Is each accommodation appropriate to the purpose of each assessment that the student will take?
 - If the student has an IEP or a 504 Plan, the testing accommodations listed in the plan should be implemented. If a listed accommodation will produce an invalid score, the IEP or 504 team should be informed about this situation.
 - Where there are no listed accommodations for state or district testing on the IEP or 504 Plan, this should be reviewed by the IEP or 504 team in those cases in which classroom accommodations are being used.
 - A spreadsheet listing every student at assessed grade levels may be helpful for keeping track of needed accommodations, scheduling, and special staffing requirements for testing. It is not unusual for 10% to 15% of students to need one or more accommodations. **Each assessment allows different accommodations.**

Guidance on Scribing as an Accommodation

(adapted from National Center on Educational Outcomes, November 2001)

Oral dictation or transcription of illegible writing is allowed under certain conditions. Please consider the following:

- ➔ If students are unable to handwrite but can efficiently type on a computer, a computer response accommodation should be considered prior to a scribing accommodation.
- ➔ If a computer is used for responding to the New Standards English Language Arts exam, the spell checker and self-correction modes must be turned off or software applications without these features should be used.
- ➔ When transcription or oral dictation is used, scribes should attend to making a fair representation of the spelling, punctuation, grammatical and pictorial representation skills of the student. When

writing skills are being assessed, a stronger criterion of verbatim transcription should be applied such as asking the student to verbally spell and punctuate his/her writing.

Completing the Demographic Codes

It is critical that this data is accurate since it will be used for accountability purposes. Be sure to have this information coded by an adult after the conclusion of testing for each assessment. The principal has ultimate responsibility for all coding done at the school and should verify coding accuracy prior to the test booklets being returned to Harcourt. Sample Student Information Sheets are on pages 49 and 50.

If coding is done by anyone other than the test administrator, that person must sign the Summary Affirmation of Test Security Form and Section F of the Test Booklet Tracking Sheets.

What you need to do for the state assessments (Completing the Demographic Codes): Maintain separate lists of the following groups of students at grade 11 or for coding or verification purposes. These lists will help you complete the “School Staff Use Only” section of the student answer booklets.

- Students who require special testing materials, for example, Spanish translations in Mathematics, large-print or Braille test materials.
- ➔ Box G:
 - Student enrolled after March 13th, 2006 **AND** completed this test.
 - **If a test booklet is returned blank, you need to bubble in one or more reasons:**
 - taking the Alternate Assessment
 - **Student is new to the U.S. after June 30th, 2005** for the first time **and** is receiving LEP services;
 - Student withdrew from school after March 13th, 2006
 - Student enrolled in school after March 13th, 2006
 - **State-approved Special Consideration** (see page 16)
 - Student was enrolled on March 13th, 2006 and did not complete the test for reasons other than those listed.
- ➔ Box H: **Testing Accommodations:** students who receive accommodations. Keep separate lists **by test**, with accommodation(s) code(s) indicated;
- ➔ Box I: **Students who are Home Schooled**
- ➔ Box J: **Sending District for Outplacement Students:** Complete the sending district code(s) for your students. See Appendix D on page 47 for a list of district codes.
- ➔ Box K: **Research**

State-Approved Special Considerations

The Rhode Island Department of Education will consider exceptional medical and other situations that may make it impossible or not advisable for a student to be given an assessment. The special consideration exemption would most likely apply to acute (rather than chronic) or unanticipated situations. Illness of a routine nature (e.g., the “flu”) is not a basis for requesting an exemption. Special consideration may be allowed on a case-by-case basis and must be approved by RIDE.

Please use the following process **prior to March 24th** to request a medical exemption for a student who has a severe medical emergency that will prevent him/her from participating in state testing at any time during the scheduled or make-up testing windows.

1. Write a letter explaining the circumstances of the student’s condition and include medical or other documentation if possible. Send the letter to Mary Ann Snider, Director of Assessment and Accountability (see page 27 for contact information). The letter must include the superintendent’s signature.
2. A team from RIDE will review each request to determine if the student meets the criteria for this exemption. A letter will be sent to the superintendent explaining the decision.
3. Students who are exempted will be removed from the demographic file at RIDE and therefore, will not be counted in a school’s denominator for calculating participation rates.

Test Security

There are precise requirements on how test materials are to be handled before, during, and after testing. There is a standardized set of forms that must be used to document the security process. These forms are delivered to schools the month before testing.

Careful planning is required in order to coordinate appropriately the security signature process. Pages 28-33 and 41-44 provide copies of several of the Rhode Island Test Security Documents. Consult the complete test security package, shipped with your testing materials, to ensure proper implementation of test security requirements.

Awareness of Test Security

All persons handling test materials of the Rhode Island State Assessment Program must be provided a copy of the spring 2006 Dos and Don’t of Test Security and two copies of the spring 2006 Affirmation of Test Security to be signed by each test administrator before testing. One copy is kept by the test administrator and the other by the district testing coordinator.

The educational testing instruments used in the Rhode Island State Assessment Program are considered secure materials. Security of these testing materials is the responsibility of all school district employees who come in contact with or who are assigned responsibility for the receipt, inventory, administration, storage, and return of these materials. Failure to safeguard these test materials or to comply with standardized test administration procedures, so as to influence the test scores of one or more students, could adversely affect an individual’s employment and/or certification status.

All school and district employees will take the following steps to effectively safeguard the Rhode Island State Assessment Program testing materials:

- ➔ access to these test materials will be restricted to those directly involved with the administration of the tests;
- ➔ test materials will be maintained in a secure locked storage area under the direct supervision of the test administrator, principal, or school testing coordinator, except during actual test administration. This includes prior to beginning of testing, at the close of each testing session, following the completion of all testing, and prior to the return of the test materials to the testing companies. Test administrators cannot maintain possession of secure test materials between test sessions without locked storage.
- ➔ The distribution, inventory, and return of all test materials will be the responsibility of the principal or school testing coordinator.

All testing materials will be held secure and accounted for at all times including, where applicable, signatures on Test Booklet Tracking Sheet(s). Use of these test materials at times and for purposes other than those approved by the Rhode Island Department of Education, is strictly prohibited. It is the responsibility of the principal to properly inform all personnel involved in test administration of Rhode Island's test security procedures.

What you need to do for the state assessments (test security):

Decide on Primary versus Collective Responsibility

- ➔ The Rhode Island Department of Education (RIDE) **strongly recommends** that, to the extent possible, **one teacher** be assigned primary responsibility for receiving the test materials, supervising the testing sessions, and returning the test materials for each class or group.
- ➔ When there is no primary test administrator – because different teachers are going to sign out the test materials and return them for each testing session or even within a testing session – each person involved must assume responsibility for completing a portion of the Collective Responsibility Test Booklet Tracking Sheet to document the sequence of individuals administering each test. *This collective approach is **not** recommended because someone may not receive the Tracking Sheet to sign and thus his or her involvement will not be documented.*
- ➔ Collective Responsibility Tracking Sheets are required for the “collective” approach to test administration. Make photocopies from the master provided (blue) in the security packets you receive from your district testing coordinator.

Implement Staff Affirmation/Acknowledgement of Testing Security Procedures

- **Prior to the beginning of testing**, give all potential test administrators and **any support staff who may handle secure test materials** one copy of the “Dos and Don’ts of Test Security” **and** two copies of the Affirmation of Test Security Form. Each person should sign both copies of the Affirmation of Test Security Forms. One signed copy of the form should be given to the principal for delivery to the district testing coordinator; the other signed copy should be retained by the person signing it. Brief them on the schedule and security issues. Copies should be retained until the close of next year’s test administration. Relevant support staff include:
 - paraprofessionals who may administer or assist with test administration;
 - clerks and others who may assist with providing special codes to answer booklets or may otherwise handle (e.g. distribute or package) test booklets; and
 - any others, including substitute teachers, who become involved with test administration, or who may have, at any time, possession of test materials.

Alternate Assessment: Security forms provided by the state are not used for the Alternate Assessment. There are no School Security Checklists.

ACCESS for ELLs: The School Security Checklist provided by the state is not used for the ACCESS test. Use the security procedures outlined by MetriTech in the Test Administration Manual.

DRA: School Security Checklists provided by the state are not used for the DRA. District Testing Coordinators, Principals, and Test Administrators must sign the Summary Affirmation of Test Security Sheets.

Distribution of Testing and Security Materials to Test Administrators (New Standards Only)

- Provide each test administrator with a copy of the Test Administration Manual at least three days before testing begins.
- Just prior to the beginning of testing, the principal or school testing coordinator and each primary test administrator must follow these four steps:
 1. Verify that the test administrator is receiving an appropriate number of test materials **with pre-ID labels attached** for the class/group being tested. **Include an extra test booklet for the test administrator** (without pre-ID labels).
 2. Verify that the booklet numbers correspond to the numbers on the School Security Checklist that the primary test administrator signs.
 3. The principal or school testing coordinator and each primary test administrator signs the School Security Checklist(s) for each test booklet received. One signature may extend across several security numbers in a sequence as long as it is clear that the sequence begins and ends with specific numbers.
 4. Each primary test administrator for New Standards will receive a Test Booklet Tracking Sheet at the same time to complete and keep with the test booklets.

If there is no primary test administrator for one or more groups of students, the principal or school testing coordinator has supervisory responsibility for these test booklets and must sign the School Security Checklist for each document involved. One signature may extend across several security numbers in a sequence as long as it is clear that the sequence begins and ends with specific numbers. A Collective Responsibility Tracking Sheet will then follow the test booklets.

Maintenance of Security during Testing

- Each primary test administrator must ensure that all test booklets for New Standards Reference Examinations are returned to a locked and secure area following each testing period. This may require daily initials by the principal or school testing coordinator on tracking sheets if some primary test administrators do not have their own locked storage.
- The principal or school testing coordinator must ensure that any Collective Responsibility Test Booklet tracking sheets are completed accurately each day.
- The Alternate Assessment is not secure because it is a year-long testing process.
- The ACCESS for ELLs test booklets and administration manuals do not have security tracking sheets;

Tracking Procedures during Testing for Collective Responsibility Sessions

- For test booklets that will be the short-term responsibility of other test administrators, the primary test administrator and other test administrators will initial a Collective Responsibility Test Booklet Tracking Sheet to log documents in and out daily.
- In a situation where there is no primary test administrator, all personnel who assist in any part of the test administration must sign the Collective Responsibility Test Booklet Tracking Sheet.
- The principal or school testing coordinator shall distribute and collect, **daily**, the Collective Responsibility Test Booklet Tracking Sheets to and from each test administrator who begins and each test administrator who concludes a testing session with each group or subgroup of students.
- New Collective Responsibility Test Booklet Tracking Sheets must be distributed **each day**, and the return of all test booklets must be verified **each day**.

Verification of Test Materials

New Standards Reference Exams Checklist

Test materials for the New Standards Reference Examinations will arrive the week of February 27th. If you do not receive your materials that week, check the Harcourt website at www.harcourtspectrum.com for tracking numbers and other shipping details.

The New Standards materials include:

- 1) Packing List
- 2) School Security Checklists which document the bar code serial numbers of all test booklets shipped to you
- 3) School Testing Coordinator's Checklist and Directions

- 4) Test administration manuals
- 5) Two sets of pre-ID labels: one set for ELA test booklets and one set for Mathematics
- 6) Mathematics test booklets, packaged in sets of 5 or 20
- 7) ELA test booklets, packaged in sets of 5 or 20
- 8) Formula sheets for Mathematics exam
- 9) Preprinted Teacher/Class Information Forms (TCIFs). The TCIFs will determine the number of separate group summary reports you receive. There must be at least one header sheet for each assessment/grade configuration. All TCIF sheets must have your 5-digit building ID number. If this is not pre-slugged, please fill it in. Use additional TCIFs if necessary, making sure to include your building ID number.
 - a. Orange for Mathematics
 - b. Blue for ELA
 - c. Paper bands for return packaging
- 10) Master File Sheet; to summarize the number of groups/classes and scorable booklets under the header sheets that are being returned. (see page 48 in Appendix E).*
- 11) Orange and green return labels
- 12) UPS 2nd Day Air shipping labels/UPS GroundTrac labels

Special Test Formats for New Standards: Spanish, Large-print, and Braille

Test materials in special formats will arrive one to two weeks prior to test administration. These materials should have been ordered in November, 2005. If you need a special test but have not ordered one, please contact Maria Lindia in the Office of Assessment and Accountability at Maria.Lindia@ride.ri.gov, or by phone at 222-8494 to see if the contractor may be able to accommodate your request.

If you have not received your special test format materials one week prior to test administration:

- ➔ for New Standards Reference Examination in Mathematics in Spanish, email Harcourt at www.harcourtspectrum.com.
- ➔ for New Standards Reference Examination in large-print or Braille, email Maria Lindia at Maria.Lindia@ride.ri.gov or phone her at 222-8494.

Remember that these special versions are also secure materials and you must follow the same security procedures as for the standard format test materials.

*** NOTE: This year the Master File Sheet is online at the Harcourt website. Print 2 copies of the completed form. Put one in Box 1 and keep one for your records.**

ACCESS for ELLs

When materials arrive, the district assessment coordinator must inventory each shipment. Compare the 2005-2006 *Packing Lists* with the testing materials in all boxes, including school boxes, to ensure that there are no discrepancies and sufficient materials have been ordered.

- ➔ Each district will receive a 10% overage of materials. If additional materials are needed, you may email requests for materials to MetriTech at wida@metritech.com. Please include the district name, address, and contact person in your email. Also, specify the grade and tier level for each booklet requested, and the number needed.
- ➔ If additional materials cannot be ordered by email, fax the *Additional Materials Order* form to MetriTech, Inc. at 217-398-5798. Please wait and order any additional materials required for your district at the same time.
- ➔ The district assessment coordinator can make requests for additional materials with up to two weeks left in the testing window. Please use all materials from the district overage before requesting additional materials from MetriTech, Inc.
- ➔ For more details, see Section 2: Test Material Handling in the *ACCESS for English Language Learners District and School Test Administration Manual*.

Verification of Materials

You must verify the quantities of materials that were shipped to you and that the booklet security numbers correspond to the numbers on the School Security Checklist(s). Do this through the Harcourt website, www.harcourtspectrum.com.

- ➔ Immediately report any shortage of materials (including a set of test materials for each test administrator for demonstration purposes) to the appropriate testing company.
- ➔ For material shortages, discrepancies, and/or damaged materials:
 - New Standards Reference Examination in Mathematics and/or ELA, contact Harcourt's website, www.harcourtspectrum.com. (Print and keep a copy of the screen display for your records.)
 - Alternate Assessment; contact Jane Twombly, Measured Progress, at jtwombly@measuredprogress.org. Keep a copy of the email.
 - For the ACCESS for ELLs, schools should have received their materials from the district testing coordinators. For any discrepancies, shortages, or damaged materials, schools should contact their district testing coordinators. **District testing coordinators** should contact Susan Feldman at 217-398-4868 or by email at sfeldman@metritech.com and document any discrepancies on the 2005-2006 *Documentation of Materials Not Returned Form*.

What you need to do for the state assessments: (Make-up Testing)

Make-up testing can begin as early as the second day of the testing window. Make-up test administrators should sign in Section E of the Test Booklet Tracking Sheet. An example can be found in Appendix B.

Collecting and Returning Test Materials

When the three regular test sessions for the NSRE have been completed for a particular assessment, the primary test administrator must return all test materials for which he/she has been responsible to the principal or school testing coordinator.

- ➔ In the presence of the primary test administrator, the principal or school testing coordinator will verify by **security number**, not just by counting, that all materials have been returned.
- ➔ The primary test administrator will then sign the School Security Checklist for each test booklet returned.
- ➔ The principal or school testing coordinator will also acknowledge return of these materials in Section B of the tracking sheets. Make-up test administrators and assistants sign in Section E of the Test Booklet Tracking Sheet. See page 43 in Appendix B for an example.
- ➔ The principal or school testing coordinator will collect all of the signed tracking sheets.
- ➔ Ensure that all test administrators also return:
 - any answer booklets with completed demographic information or with pre-ID labels for students who were absent throughout the testing or were exempt from testing.
 - completed Teacher/Class Information Forms (TCIF), for New Standards Reference Examinations for each test administered;
 - test administration manuals;
 - unused test materials; and
 - other materials related to the testing.

Special Test Format Assessments

Large-print and Braille: For New Standards Reference Exams refer to the detailed instructions provided with these special test booklets.

In languages other than English or Spanish, or audiotape: For New Standards Reference Exams refer to the detailed directions provided in the *Mathematics and English Language Arts Test Administration Manual*.

ACCESS for ELLs Test Materials: Please refer to Section 2: Test Material Handling, in the *ACCESS for English Language Learners District and School Test Administration Manual*.

Alternate Assessment Materials:

Summary of Important Dates:

May 11, 2006 – Last day to enter evidence in student's portfolio.

May 25, 2006 - UPS pickup of portfolios at ALL schools.

Instructions for Principals, Test Coordinators, and Outplacement Administrators

Your responsibilities are as follows:

- Serve as the contact person between your school and Measured Progress, and
- Coordinate inventory, collection, and return of the alternate assessment portfolios.

Preparing portfolios to be returned to Measured Progress:

1. Portfolios for the current Alternate Assessment (orange) should be in a white, 3-ring binder that has a student barcode label attached. Portfolios for the Pilot Alternate Assessment (purple) should be in a blue, 3-ring binder that has a student barcode label attached. Binders were mailed to teachers earlier this year.
2. There are 2 envelopes for each portfolio.
 - The inner envelope has a student barcode that replicates the individual student barcode on the student binder and a label (See #4 below).
 - The outer envelope has the UPS-RS label and a label that reads "For Return of RI Alt Student Portfolio."
3. Match the student name on the inner envelope with the student portfolio that has a corresponding barcode. Place the student portfolio into this envelope.
4. Complete the label on the front of the inner envelope with the following information, please print clearly:
 - Student name
 - Grade
 - School name
 - Teacher name
5. Place the inner envelope in the outer shipping envelope. There should only be one portfolio per 'pair' of envelopes.
6. Using the student roster, place a checkmark beside each name when you are returning a portfolio. If you are **not** returning a portfolio, please indicate on the roster why a portfolio is not being submitted for a student.
7. Make a copy of the student roster and retain for your records.
8. Mark the outside envelope(s) as 1 of 1, or 1 of 2, 2 of 2, etc.
9. Place the original roster in envelope #1.
10. Seal the envelopes. Bring the envelopes to the location in your building where UPS delivers/picks up materials.
11. Please do NOT contact UPS directly. Measured Progress has made arrangement for your pickup on Thursday, May 25, 2006.

NOTE: All alternate assessment materials must be ready for pick up no later than **May 25, 2006. UPS will pick up portfolios at schools that have registered students for Alternate Assessment on this date only!** If you are located in a very rural area of the state, please allow an extra day or so for your materials to be picked up.

If you have any questions and/or concerns regarding this shipment, please contact:

Jane Twombly
Measured Progress
1.800.431.8901 x 2188
1.866.283.2197 (FAX)
jtwombly@measuredprogress.org

Handling of Missing or Damaged Student Materials after the Completion of Testing

Take the following steps if a student's test materials are **missing**:

1. The principal or school testing coordinator will initiate a search.
2. All test materials that have been handed in should be boxed and shipped to the appropriate testing company according to the instructions provided. Do not delay the return of test materials because of a missing test booklet if it has not been found by the ship date.

3. For missing materials, write a detailed explanation, including any documentation you may have of the materials missing from either the delivery or the return process. Give two copies to your district testing coordinator and keep the original for yourself.
 - For **missing** New Standards test material, use Harcourt's website at www.harcourtspectrum.com, and, using the "Comments" box on any screen, type in the detailed explanation that you wrote. Print and keep a copy of the screen display for your records.
 - For **missing** ACCESS for ELLs tests contact Susan Feldman at 217-398-4868 or by email at sfeldman@metritech.com.

Take the following steps if a student's test materials are **damaged**:

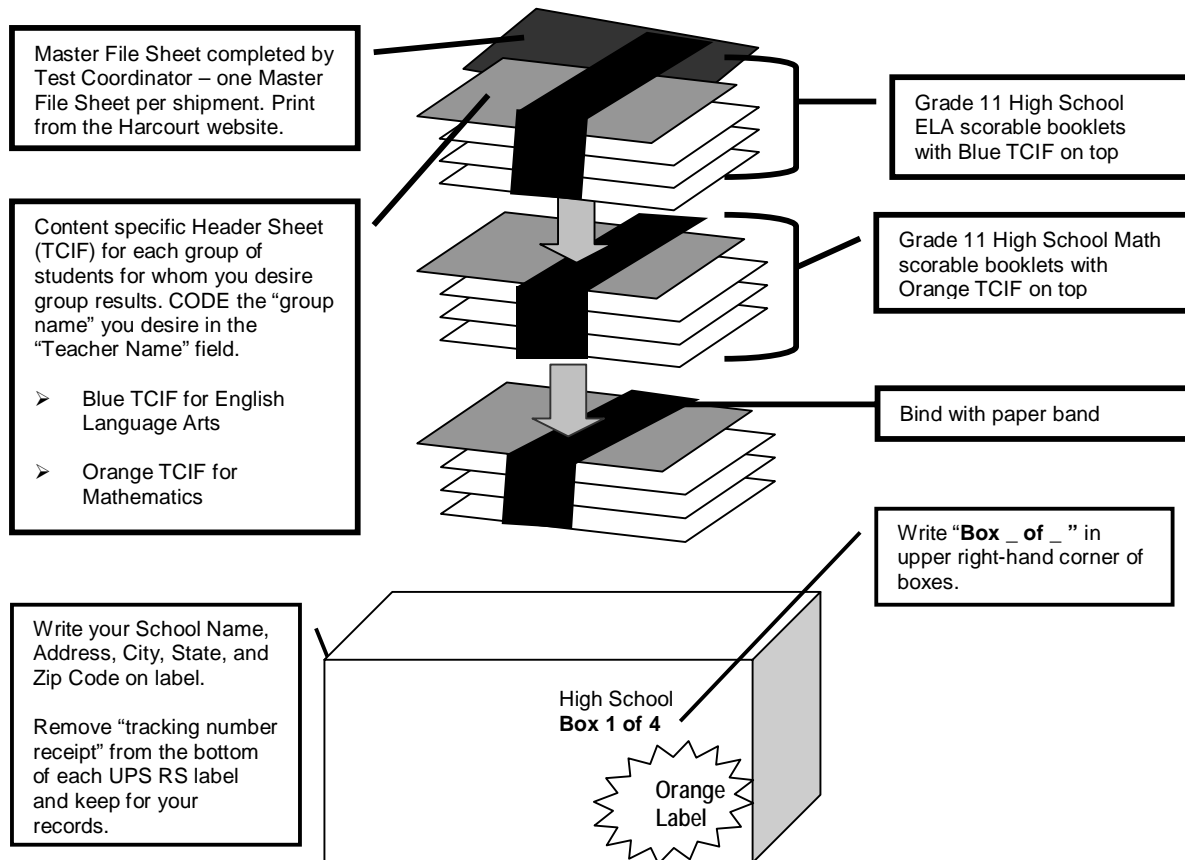
1. The principal or school testing coordinator will write a detailed explanation of how the materials came to be damaged, including tracking numbers, to be included in an envelope with the damaged test materials under the appropriate header sheet.
2. Give two copies of the explanation of damaged test materials to your district testing coordinator and keep the original for yourself.
 - For damaged New Standards test materials, use Harcourt's Rhode Island website at www.harcourtspectrum.com, and, using the "Comments" box on any screen, type in the detailed explanation or description that you wrote and be sure to include the booklet security number. Print and keep a copy of the screen display for your records. Do not return damaged materials that present a health hazard.

Packaging and Shipping Test Materials

New Standards Mathematics and English Language Arts (HARCOURT)

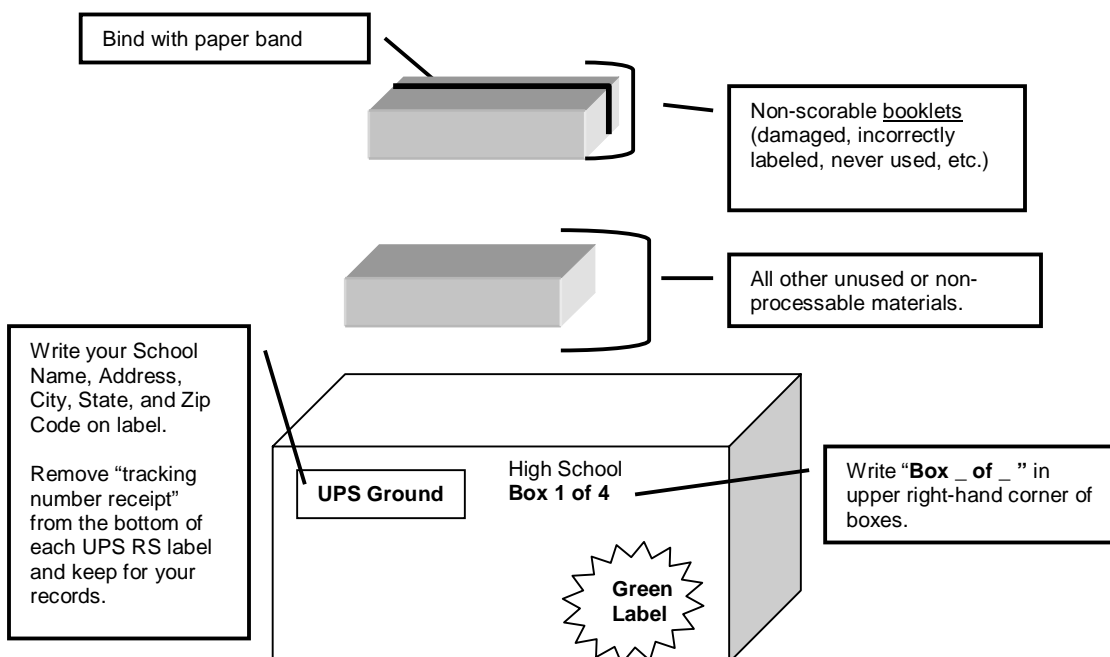
- ➔ For specific shipping instructions for returning these exams, consult the “School Testing Coordinator’s Checklist and Directions” shipped to you in box 1 of the New Standards test materials.
- ➔ Separate the scorable booklets (completed and partially completed), other booklets with pre-ID labels or completed gridding (for enrolled students who did not test and students who withdrew from school within the testing window) from the other non-scorable materials.
- ➔ Box the scorable booklets according to the diagram below but **DO NOT SEAL** the box(es). The Mathematics booklets must be shipped **IN THE SAME BOX(ES)** as the ELA booklets.
- ➔ Ellen Hedlund at RIDE has extra Harcourt boxes, should you need them. You can contact her at ellen.hedlund@ride.ri.gov or at 222-8495.
- ➔ Keep all materials in locked and secure storage until both tests have been completed.
- ➔ Add the Mathematics test materials to the appropriate box(es). Put the completed Master File Sheet (printed from the Harcourt website) on top of the materials of box 1 and seal the box.
- ➔ Contact UPS directly at 1-800-214-0391 for arrange for pickup of Harcourt materials.
- ➔ Use www.harcourtspectrum.com to enter all of the tracking numbers.

Packaging of Scorable Materials



Packaging of Non-Scorable Materials

- ➔ For specific shipping instructions for returning these booklets, consult the “School Testing Coordinator’s Checklist and Directions” shipped in box 1 of the New Standards Reference Examination test materials.
- ➔ Box the unused materials according to the diagram below but **do not seal** the box(es). The unused ELA booklets will be shipped **in the same box** as the Mathematics booklets. Include unused pre-ID labels with these materials.
- ➔ Keep all materials in locked and secure storage until both tests have been completed.
- ➔ Add the unused Mathematics test materials to the appropriate box(es) and seal the box(es).
- ➔ Contact UPS directly at 1-800-214-0391 for arrange for pickup of Harcourt materials.
- ➔ Use www.harcourtspectrum.com to enter all of the tracking numbers.



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NOTE: All New Standards test materials must be ready for pick up no later than April 5th, 2006. All materials must be ready for pick up before calling UPS.

Reporting Testing Discrepancies and Potential Security Violations to the Rhode Island Department of Education

Provide written details to your district testing coordinator if there are any other issues or concerns regarding potential violations of test security procedures.

It is the responsibility of the superintendent, on behalf of any and all school principals, to report in writing, all discrepancies in test material delivery and collection, as well as issues and concerns regarding potential violations of the Rhode Island Department of Education's test security procedures, to:

Mary Ann Snider, Director
Office of Assessment and Accountability
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street, 5th Floor
Providence, RI 02903
telephone: 222-8492
fax: 222-6667 or 222-3605
OR
email: maryann.snider@ride.ri.gov

The Rhode Island Department of Education shall investigate all potential violations.

Required Documentation for Principals and District Testing Coordinators

Principal's Required Documentation

At the conclusion of testing, the principal will photocopy the Principal's Summary Affirmation Sheet, page 32, and sign it attesting that all test materials are accounted for or write an explanation of any discrepancies.

Keep at School*	Forward to District Testing Coordinator	Documents
Originals	2	School Security Checklists
0	1	Affirmation of Test Security Forms signed by each person who handled or had contact with secure test materials.
1	0	All completed tracking sheets.
1	2	Written explanation(s), IF ANY, for missing materials at time of delivery.
1	2	Written explanation(s), IF ANY, for booklet security number or package ID number discrepancies at time of delivery.
1	2	Written details, IF ANY, for damaged materials during testing.
1	2	Written explanation(s), IF ANY, for missing at the end of test administration.
1	2	Written details, IF ANY, about issues or concerns regarding potential violations of test security procedures.
1	1	Principal's Summary Affirmation of Test Security (page 32) signed .

*Keep on file by the school until the close of next year's test administration

For **Alternate Assessment** portfolios, principals sign a Portfolio Validation Sheet, which is part of the student's Alternate Assessment Portfolio.

At the conclusion of the **DRA**, principals will receive a Summary Affirmation of Test Security to sign attesting that the DRA was administered in accordance with the testing procedures and accurate data and scores were entered into the *DRA Online Management System*. These sheets should be forwarded to the District Testing Coordinator

District Affirmation

All affirmation sheets signed by principals and personnel who have been involved in test administration are to be forwarded to the district testing coordinator. The District Testing Coordinator's Summary Affirmation of Test Security and the Principal's Summary Affirmation of Test Security can be found on pages 32 and 33.

The district testing coordinator, on behalf of the superintendent, will ensure that all appropriate personnel have signed and submitted these affirmation sheets. The district test coordinator must keep these sheets on file, separated by school and by grade, until the close of the next year's test administration.

The superintendent will forward the signed District Testing Coordinator's Summary Affirmation of Test Security to the Rhode Island Department of Education, Office of Assessment and Accountability. The District Testing Coordinator's Summary Affirmation of Test Security is the only affirmation sheet to be forwarded to RIDE.

District Testing Coordinator's Required Information

Keep at District*	Forward to RIDE Office of Assessment	Documents
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1	1	School Security Checklists
1	0	Affirmation of Test Security Forms signed by each person who handled or had contact with secure test materials; separated by school and by grade.
0	0	All completed tracking sheets (to be kept at each school)
1	1	Written explanation(s), IF ANY, for missing materials at time of delivery.
1	1	Written explanation(s), IF ANY, for booklet security number or package ID number discrepancies at time of delivery.
1	1	Written explanation(s), IF ANY, of missing materials at end of test administration.
1	1	Written details, IF ANY, for damaged materials during testing.
1	1	Written details, IF ANY, about issues or concerns regarding potential violations of test security procedures.
1	1	Principals' Summary Affirmation of Test Security sheets signed . (page 32)
1	1	District Testing Coordinator's Summary Affirmation Sheet signed (page 33).

* Keep on file by the district until the close of next year's test administration.

Affirmation of Test Security for Test Administrators & Staff

This copy is to be submitted to and filed by the district testing coordinator.

(This form must be completed by all staff who administer any part of the State Assessments or otherwise come into contact with test materials.)

AFFIRMATION OF TEST SECURITY RHODE ISLAND STATE ASSESSMENT PROGRAM SPRING 2006

The Rhode Island State Assessment Program measures and reports the educational performance of students and provides summaries at the school, district, and state levels. To do this with validity, accuracy, and fairness, all educational and support staff who handle test materials are expected to comply with the following Test Security Expectations:

- Prior to testing, between test sessions, and after testing has been completed, all test booklets must be stored in a locked and secure area which shall be the responsibility of the school principal to supervise.
- No one may photocopy, hand-copy, or otherwise reproduce all or any part of the test booklets.
- Prior to testing, between testing sessions, and following testing, staff must avoid exposing students in any way to any of the test questions or sharing the test questions in any way with any persons. Frequently, test questions are reused to assist the equating of test results from year to year. This does not prohibit the use of sample or practice tests which are specifically designated as sample or practice materials.
- No staff person shall knowingly engage in activities that will adversely affect the validity, reliability, or fairness of the tests used in the Rhode Island State Assessment Program.
- All test booklets for the mathematics and English language arts assessments are numbered and must be returned following the completion of testing. The return of the test booklets will be acknowledged in writing by the school principal.
- All personnel who handle test materials are expected to read and follow the assessment security instructions and procedures provided by the Rhode Island State Assessment Program.

I affirm that I have read and understand these Test Security Expectations.



Name (printed):

Signature:

Date:

School:

Position:

Principal's Summary Affirmation of Test Security Form

SUMMARY AFFIRMATION OF TEST SECURITY RHODE ISLAND STATE ASSESSMENT PROGRAM SPRING 2006

I, _____, hereby affirm that I have disseminated, collected, and returned all State of Rhode Island assessment materials in accordance with the guidelines provided by the Rhode Island Department of Education. I understand that by signing this document, I am affirming that, to the best of my knowledge, the test security procedures have been followed, that no retention of test booklets has occurred, and that test administration guidelines and procedures have been followed, specifically noting any exceptions or problems in an attached letter, I further acknowledge that I understand that should such affirmation and assurances be intentionally false, submission of the affirmation may constitute submission of a false document to a public agency in violation of R.I.G.L. 11-18-1. If it is demonstrated that this affirmation is false, I may be subject to investigation of, and/or revocation of professional certification pursuant to R.I.G.L. 16-11-4 which permits revocation of certificates "for cause."

Signature of Principal

Date

Name of School and District

Note: If a letter of explanation is attached, please check here: ☐

This form is to be forwarded to your District Testing Coordinator within five days of the shipment of your final batch of testing materials for scoring.

District Testing Coordinator's Summary Affirmation of Test Security Form

SUMMARY AFFIRMATION OF TEST SECURITY RHODE ISLAND STATE ASSESSMENT PROGRAM SPRING 2006

I, _____, hereby affirm that to the best of my knowledge all schools for which I am responsible have disseminated, collected, and returned all State of Rhode Island assessment materials in accordance with the guidelines provided by the Rhode Island Department of Education. I understand that by signing this document, I am affirming that, to the best of my knowledge, the test security procedures have been followed, that no retention of test booklets has occurred, and that test administration guidelines and procedures have been followed, specifically noting any exceptions or problems on an attached letter signed by the Superintendent*. I further acknowledge that I understand that should such affirmation and assurances be intentionally false, submission of the affirmation may constitute submission of a false document to a public agency in violation of R.I.G.L. 11-18-1. If it is demonstrated that this affirmation is false, I may be subject to investigation of, and/or revocation of my professional certification pursuant to R.I.G.L. 16-11-4 which permits revocation of certificates "for cause."

Signature of District Testing Coordinator

Date

Name of District

* If any exceptions or problems have occurred, a letter of explanation signed by the superintendent must accompany this form.

Note: If a letter of explanation is attached, please check here: ☐

This form is to be forwarded by April 20, 2006 to:

*MaryAnn Snider, Director
Office of Assessment and Accountability
Rhode Island Department of Education
255 Westminster Street, 5th Floor
Providence, RI 02903*

Accountability and Policy Explanations and Reporting Rules

Reporting with Small Numbers of Students (see also chart)

Schools should recognize that a summary score (such as an average) based on a small number of students will have less reliability (or accuracy) than a summary based on a large number of students. For example, a summary score based on 15 students is less reliable than a summary score based on 100 students. In reporting, RIDE will provide summaries for groups of 10 or more students. Caution is recommended when interpreting data for small groups. Do not publicly report data for groups of fewer than 10 students.

For instructional purposes and for feedback to families, RIDE provides pupil test scores for each student. However, for confidentiality reasons, care must be taken in reporting “reference group” statistics to parents or to the community. Therefore, a school average or school score distribution will not appear on a pupil score report if the school scores are based on fewer than 10 students. However, even when this criterion is reached, the reliability of information based on a small number of students should be considered and summary test results used with caution.

Rules for Incomplete Testing (see also chart)

Incomplete testing by a student results in the assignment of a “No Score.” Students with a No Score are regarded as not having met the state performance standard. For the New Standards Mathematics exam, all three test sessions must show some work or a “No Score” will be given in all three math sub-tests (skills, concepts, and problem solving). Similarly, a student must show some work on all three test sessions of the New Standards English Language Arts exam in order to avoid the assignment of “No Score”. If any one session is not attempted on the ELA exam, the “No Score” will appear automatically for both reading sub-tests and both writing sub-tests. If a student completes some portion of each test session, a score will be calculated based on the questions attempted, but with no credit given to unanswered questions.

Reporting Rules for different types of Schools

The Rhode Island State Assessment Program includes all of the public schools in the 36 public school districts of Rhode Island, all established charter schools and state operated schools, special schools serving students with disabilities, and certain educational programs associated with the Department of Children, Youth and Families, the Department of Corrections, and those education collaboratives providing direct services to children. Non-public schools are not required to participate in the Rhode Island State Assessment Program. Residents of Rhode Island who receive educational services in schools outside of Rhode Island are not currently part of the State Assessment Program.

Charter Schools

Generally, charter schools operating during 2005–06 are treated as independent reporting units. Textron/Chamber of Commerce Academy and Times² Academy were originally established in cooperation with the Providence Public Schools; therefore, they are included in the school district report for Providence. The New England Laborers/Cranston Public School Construction Career Academy is reported as part of the Cranston Public Schools.

State Operated Schools

William M. Davies, Jr. Career-Technical High School, the Metropolitan Regional Career and Technical Center, and the Rhode Island School for the Deaf are treated as separate reporting units.

Special Schools Serving Children with Disabilities

A group of about forty schools specialize in providing instruction to students with disabilities. Typically, students are tuitioned or outplaced to these schools from public school districts that maintain financial and oversight obligations for these educational services. The test scores of students served in these schools are reported in the outplacement school reports and are included in the **district** summary reports

of the sending districts. You will need to contact the outplacement schools for copies of the results for students in your district.

The Rhode Island Training School

The Rhode Island Training School is treated as a separate reporting unit and is classified as a school for accountability purposes.

Service Providers with Contracts with DCYF

NFI/ACE, Camp E Hun-Tee and Ocean Tides are treated as outplacement schools.

The test scores of students served in these facilities are reported in outplacement school reports; in addition, each student's scores are included in the **district** summary reports of his/her sending district (see also Special Schools Serving Children with Disabilities, above) when such information is documented.

Collaboratives

The Urban Collaborative Accelerated Program (UCAP) is treated as an independent reporting unit. The Northern, Southern, East Bay and West Bay collaboratives provide direct instruction to some children. The test scores of students served in these schools are reported in the outplacement school reports and are included in the **district** summary reports of the sending districts.

Additional rules for processing and reporting test results are presented in the following chart

Chart of Selected Data Processing Rules

Situation or Type of School	Participation and Reporting Notes	Where Scores Are Counted for Accountability
Students who receive valid scores	Those who participated during <u>all</u> sessions of an assessment under proper administrative conditions	Scores of all students enrolled are included in the calculation of the school performance levels except for students enrolled after October 1 st .
Students who do not receive valid scores	Those absent during <u>all</u> of the test and make-up sessions or those who refused to attempt any part of the test. NT = Not Tested* : Those absent during <u>some</u> of the test sessions who did not make-up those sessions TI = Testing Incomplete* NT or TI is reported as "No Score."	"No Scores" are included in the calculation of the performance levels of schools and districts. Under an NCLB amendment, Rhode Island may set a cap on the number of "No Scores" added into the school proficiency index.

Students who receive an accommodation of oral reading (codes 21, 24, 25, 57, 58) for the ELA Exam	I = Invalid * and is reported as a "No Score."	Reporting is equivalent to any other "No Score."
Students enrolled in Career and Technical Centers	All students are tested where they receive content area instruction.	Reporting occurs at the high school where the student receives content area instruction. As state-operated schools, Davies and the MET school are treated as independent reporting units.
Student enrollment exceeds count of completed answer booklets returned.	Blank records are added for answer booklets not submitted to match officially submitted enrollment counts. Each of these records is counted as a "No Score" in reporting. NT = Not Tested*	Reporting is equivalent to any other "No Score."
Students exempted from regular testing because they are taking the Alternate Assessment	These students <u>do not</u> take the regular test(s). Alternate Assessment students are those with IEPs who meet all of the eligibility criteria for the Alternate Assessment and whose grade levels are among those where regular testing occurs. On the regular test reports, the lack of scores is reported as E = Exempted.* Alternate Assessment scores are presented on reports for the Alternate Assessment using the same performance level categories as the regular assessments.	Alternate Assessment scores are included in the calculation of the performance levels of schools and districts. These results are shown in school reports where the student attends school and in the district-level reports of the "sending" districts who use the educational services of specialized outplacement schools. Test company reports initially provide Alternate Assessment results separately. ALSO Alternate Assessment scores are included in the calculation of the performance of all students enrolled in <i>Information Works!</i>
FOR THE NAEP ASSESSMENTS ONLY – Students exempted from testing by parental request	These students do not take the NAEP assessments. NAEP does not provide student, school, or district reports. There are no NAEP assessments for the 05-06 school year.	These students are excluded from summary reports.

Situation or Type of School	Participation and Reporting Notes	Where Scores Are Counted for Accountability
Students in Outplacement Schools/Programs (tuitioned out from districts) and those served by providers with contracts with DCYF	<p>All students are tested – either through the regular tests or through the Alternate Assessment.</p> <p>The lack of an answer booklet for an enrolled student is reported as a “No Score.”</p>	<p>For both the regular and the Alternate Assessments for each Outplacement School/Program, valid scores and “No Scores” are included in</p> <ul style="list-style-type: none"> the calculation of the performance levels of each school the reports of the district that pays the tuition to the Outplacement School/ Program.
Students in State-Operated Schools	<p>All students are tested – either through the regular tests or through the Alternate Assessment.</p> <p>Lack of scores (see above) is reported as “No Score.”</p>	State-operated schools are treated as independent reporting units comparable to public school districts.
Students in Charter Schools	<p>All students are tested – either through the regular tests or through the Alternate Assessment.</p> <p>Lack of scores (see above) is reported as “No Score.”</p>	Charter schools are treated as independent reporting units comparable to public school districts with the exception of Textron/Chamber of Commerce Academy and Times ² Academy which are combined into the Providence School District scores. In addition, the New England Laborers/ Cranston Public School Construction Careers Academy is considered part of the Cranston Public Schools.
Small schools or districts (fewer than 10 students at a grade level)	<p>All students are tested.</p> <p>All student scores are provided, but for school (district) internal use only.</p> <p>Parents should receive scores for their child, but not class or school comparisons if based on fewer than 10 students.</p>	No information is released by the State to the general public for groups or subgroups of fewer than 10 students. However, the overall No Child Left Behind (NCLB) school performance classification is released to the public.
Students who are Home-Schooled	<p>Students are tested by school staff if testing is required as part of the agreement between the district and the family.</p> <p>H = Home School*</p>	Scores are not included in school or district reports. Districts receive separate reports for their home-schooled students.
Students attending Independent (private) Schools	Some independent schools choose to participate in the RI State Assessment Program.	Scores <u>are not included</u> in public school or district reports. Independent schools receive their own reports.

* This abbreviation code may appear on student roster reports

Appendix A: Classroom Teacher Accommodations Worksheet and Accommodation Codes

You may use this worksheet to help document accommodations used during Instruction (I), on classroom tests (T), and on class assignments (A). Enter a recommendation on whether the same accommodations should be used for the state assessment. Refer to the Table of Assessment Accommodations and Codes (Appendix B) to determine whether an accommodation is valid for each assessment.

Student: _____ Subject: _____
Date: _____

ACCOMMODATIONS	USED DURING: INSTRUCTION (I) TESTS (T) ASSIGNMENTS (A)	NEW STANDARDS REFERENCE EXAMINATIONS	
		ELA	MATHEMATICS
SETTING			
PRESENTATION			
SCHEDULING			
TIMING			
RESPONSE			

Table of Assessment Accommodations and Codes (Spring, 2006)			
CODE	ACCOMMODATION	ELA (Grade 11)	Math (Grade 11)
	SETTING		
11	Alternate location: individual, small group, one-to-one with support	Y	Y
12	Environmental: lighting, adaptive furnishings	Y	Y
13	Environmental: minimal distractions, noise buffers, special acoustics	Y	Y
14	Preferential seating	Y	Y
	PRESENTATION		
21	Audio tape	NO	Y
22	Braille	Y	Y
23	Large print	Y	Y
24	Reading all or part of test questions or reading passages to students (Do not code if you read directions only)	NO	Y
25	Reading all or part of test questions or reading passages to students in another language (Do not code if you read directions only)	NO	Y
26	Directions: signed, repeated, simplified, clarified	Y	Y
27	Audio: amplification devices, hearing aids	Y	Y
28	Visual aids: magnification devices, templates to reduce visible print; key words or phrases in directions highlighted	Y	Y
	SCHEDULING		
31	Specific time of day/days	Y	Y
32	Subtests in different order	Y	Y
	TIMING		
41	Extended time (beyond recommended testing time)	Y	Y
42	Flexible schedule-extended test sessions over several days	Y	Y
43	Frequent breaks during testing	Y	Y
	RESPONSE		

50	Use of Braille, word processor, computer, typewriter	Y Except for those that self-correct	Y
51	Oral response into tape recorder transcribed into written English	Y Must include specific reference to grammar, spelling, and punctuation	Y Must include specific reference to details of how to construct pictures, charts, graphs, etc.
52	Use of scribe (transcription of student's writing)	Y Must include specific reference to grammar, spelling, and punctuation	Y Must include specific reference to details of how to construct pictures, charts, graphs, etc.
53	Signed response – written verbatim by test administrator	Y Must include specific reference to grammar, spelling, and punctuation	Y Must include specific reference to details of how to construct pictures, charts, graphs, etc.
54	Communication device	Y Except for those that self-correct	Y
55	Pencil grips, large diameter pencil	Y	Y
56	Paper secured to work area with tape/magnets, special paper	Y	Y
57	Resources: dictionaries, thesaurus, word banks, glossaries, spell checkers, etc.	NO	Y
58	Oral or written response in language other than English	NO English only	Y response must include specific reference to details of how to construct pictures, charts, graphs, etc.

Y = Yes, this accommodation may be used for this assessment.

NO = Use of this accommodation will result in a "No Score."

N/A = Not Applicable

Adapted from Thurlow, M.L., Elliott, J.E., and Ysseldyke, J.E. (1998) Testing students with disabilities: Practical strategies for complying with state and district standards. Thousand Oaks, CA: Corwin Press

Appendix B: Test Security Documents

Dos and Don'ts of Test Security RHODE ISLAND STATE ASSESSMENT PROGRAM SPRING 2006

It is essential to follow security measures before, during, and after testing in order to ensure the validity, reliability, and fairness of the assessment results. Tests must be administered strictly in accordance with the instructions and procedures set forth in the *Test Administration Manual* and the assessment security instruction and procedures provided by the Rhode Island State Assessment Program.

The educational testing instruments used in the Rhode Island State Assessment Program are considered secure materials. Security of these testing materials is the responsibility of all school district employees who come into contact with or are assigned responsibility for the receipt, inventory, administration, storage, and return of these materials. **Failure to safeguard these test materials or to comply with standardized test administration procedures could adversely affect an individual's employment and/or certification status.** (Refer to the Assessment Security Notice below).

This information is provided to assist you in determining what activity might constitute a breach of security. This list is not intended to include every possible circumstance where a security breach might occur.

- ✓ All test booklets and answer booklets must be kept in a locked and secure area except during actual test administration. This includes time periods 1) prior to the beginning of testing; 2) at the close of each testing session, and 3) following completion of all testing and prior to the shipment of the test booklets to the testing company.
- ✓ Photocopying, hand copying, or otherwise reproducing ALL OR ANY PART of the test booklets or answer booklets is strictly prohibited.
- ✓ Only persons explicitly designated to administer tests to students, to provide special codes to test booklets, or otherwise to handle (e.g., distribute or package) test booklets, may have, at any time, possession of a test booklet.
- ✓ Students must never be exposed to test items prior to, between testing sessions or following test administration.
- ✓ All persons are prohibited from providing students with the answers to test items at any time (before, during, and after test administration has been completed). This includes provision or cues, clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form.
- ✓ Responses to test items must represent the student's own independent and unaided thinking and must remain unchanged after test administration is complete. All persons are prohibited from changing or editing students' answers to test items, either by providing hints or clues to wrong answers during test administration or by erasing or correcting wrong answers recorded, or provided in other ways, by the student. Allowable testing accommodations (refer to appendices in the *Test Administration Manual*) remove barriers to participation so that these students may provide their own responses without giving them an advantage over other students.
- ✓ All *New Standards* test booklets are numbered and must be returned following the completion of testing.

- ✓ During the test administration, Test Administrators should monitor the testing process by moving unobtrusively about the room. It is difficult to observe testing in progress if one merely sits or stands in front of the room. The Test Administrator is to devote total attention to the students being tested and to avoid involvement in paperwork or any other activity that distracts from proctoring.
- ✓ Using test items in any form (including rewording actual test items) is strictly prohibited.
- ✓ Teachers are not to attempt, formally or informally, to score response booklets for any state assessment. Scoring is the responsibility of the test contractor.
- ✓ Use of test materials at times, and for purposes, other than those approved by the Rhode Island Department of Education is strictly prohibited.

ASSESSMENT SECURITY NOTICE

Each assessment instrument in the Rhode Island State Assessment Program is procured and disseminated to local school districts by the State of Rhode Island under the authority of the Commissioner of Elementary and Secondary Education and the Board of Regents for Elementary and Secondary Education. The assessment materials and booklets are the property of the State of Rhode Island and may not be retained by school personnel. These assessments may not be copied or reproduced in any way. All test booklets and manuals must be returned as directed by the State of Rhode Island Department of Education at the close of test administration. Reproducing or copying the *New Standards* assessments is a violation of both copyright law and the assessment security procedures established by the State of Rhode Island.

It is the position of the Department of Education that reproducing, copying, or retaining these assessments, or any other compromise of the security of assessment instruments, constitutes unprofessional conduct which could lead to the suspension or revocation of your certification. Under R.I.G.L. 16-11-4, certificates may be revoked "for cause".

All certified educational personnel who administer tests and support staff who handle test booklets are required to sign an affirmation that they understand test security expectations. Furthermore, district testing coordinators and principals are required to sign an affirmation providing assurances that, to the best of their knowledge, the test security procedures have been followed; that no retention of test booklets or answer booklets has occurred, and that test administration guidelines and procedures set forth in the *District and School Testing Coordinator's Handbook* have been followed and specifically noting any exceptions or problems. Should such affirmation and assurances be intentionally false, submission of the affirmation may constitute submission of a false document to a public agency in violation of R.I.G.L. 11-18-1. Such violation may also constitute cause for the suspension or revocation of your certificate under R.I.G.L. 16-11-4.

Sample Test Booklet Tracking Sheet

RHODE ISLAND STATE ASSESSMENT PROGRAM Spring, 2006 New Standards Assessments

Test Booklet Tracking Sheet

(This form needs to stay with the test booklets at the end of each day for easy reference.)

Every Test Administrator will receive this form at the time he/she receives the test booklets from the School Testing Coordinator and signs them out on the Secure Materials Inventory form(s). Immediately, the Test Administrator will record in **Section B** (below) the booklet numbers he/she received and in **Section A** the identifying information.

Complete only the relevant section(s) of this form for any/all of the following reasons:

- 1 – To sign all of the test booklets in and out daily to the School Testing Coordinator if you do not have your own locked and secure storage area – **complete Section C;**
- 2 – To transfer all of these booklets to a Substitute Test Administrator – **complete Section D;**
- 3 – To transfer some/all of the booklets to one or more other test administrators (a) because students need more time to finish that day's assessment and the schedule does not allow you to provide this time, or (b) for make-up testing – **complete one line of Section E** for each test administration helper each day.

SECTION A:

Name of Test Administrator _____

Grade Level _____ Check one test _____ Mathematics _____ ELA

Classroom location (e.g. Rm. 233) _____

SECTION B:

Test booklets signed out to Test Administrator:

Booklets # _____ to # _____ in sequence.

If additional booklets are signed out that are not in this sequence, they are booklet #s (list here): _____

I acknowledge, having verified each barcode number, that all listed booklets were returned at the end of testing.

Signed: _____
Principal/School Testing Coordinator

SECTION C: (Not required if Test Administrator has secure storage)

(Use the Prior Day check off ONLY if booklets are assigned to Test Administrators the day before testing begins for purposes of gridding.)

Math Prior Day _____, Day 1 _____, Day 2 _____

ELA Prior Day _____, Day 1 _____, Day 2 _____

School Testing Coordinator's initials required each day to acknowledge return to storage of booklets listed above

SECTION D:

Substitute Test Administrator (if applicable): (This is a person who took over during a test session due to illness of, or other emergency unavailability of, the Test Administrator.)

I acknowledge receipt of the entire set of above numbered booklets except those signed out to assisting administrators, below:

Signature of Substitute Test Administrator Date

SECTION E:

Personnel who assisted the Test Administrator with test administration:

For test booklet number(s): _____

Rec'd by: _____ Returned to: _____
Signature of helper Initials of Test Admin. OR Date
Principal/School Testing Coord.

(Continued on back)

School Security Checklist

11/20/2005 10:31:34PM

District: R.I.D.E. 111

School: J BASSETT MOORE 11101

Order No.: 0005131224

Page 1 of 1

Rhode Island State Assessment Program

School Security Checklist

Grade	Item	Item Description	Pkg Security Number	Security Numbers	Inventory School	Receipt Signature	Return Signature	If Document is not returned, state the reason
11	999832324X	NEWSTD R.I.E. 11 ELA High Pkg of 5	989800	989800				
				989801				
				989802				
				989803				
				989804				
11	999832338X	NEWSTD R.I.E. 11 ELA High Pkg of 20	820634	820634				
				820635				
				820636				
				820637				
				820638				
				820639				
				820640				
				820641				
				820642				
				820643				
				820644				
				820645				
				820646				
				820647				
				820648				
				820649				
				820650				
				820651				

Confidential

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Appendix C: Criteria for Participation in the Rhode Island Alternate Assessment System (RIAA) Revised December 2005

Student Name _____ DOB _____ IEP DATE _____

The IEP (Individualized Education Plan) team, including the parents /guardians, determines on an individual basis how a child with an IEP participates in state assessment. This determination should be at every annual IEP review. For some children, this determination is that the student will participate in the state assessment with or without accommodations.

If the team determines that general assessment may not be the most appropriate means of assessment for a particular child, the team must discuss the participation criteria for alternate assessment. Only those students who meet all the criteria and factors may participate in RIAA. If the team cannot answer 'yes' to all the criteria and factors, they must determine what accommodations are necessary for the student to participate in the state assessment. The team may refer to the NECAP (New England Common Assessment program) accommodations manual for further information in this area. IEP teams must document assessment decisions on the IEP form. If a student will not be participating in the state general assessment but in the alternate assessment, the reason why must be stated on the IEP form.

IEP teams are encouraged to make this determination prior to September 15th of a school year to assure that the student participates in the state assessment in the most appropriate manner. Changes in assessment participation after September 15th may result in the student receiving a 'no score'. Students who meet the participation criteria for alternate assessment will be assessed in grades 2-8 and 10. Students should not be assigned a grade that is more than two years below or above the typical of their chronological peers, or be assigned a grade, which is outside of the grade range of students in the school that he or she is being instructed. IEP teams should refer to the district's retention/promotion policies when making grade changes. In addition, the team must assure that the grade designation matches with the school's official assessment roster. It should be noted that 'Current Grade' on the IEP front page is the grade of the student at the time of the IEP meeting and should be considered a reference when determining assessment participation for students.

To verify that a child should participate in RIAA, the IEP team has reviewed all important information about the child over the years and settings (i.e.: home, school, community), and has determined and documented that the child meets the following criteria and team decision making factors.

PARTICIPATION CRITERIA

YES	CRITERIA	NO	DOCUMENTATION must be provided for each criteria
	Student has a disability that significantly impacts cognitive function and adaptive behavior.		
	The student's instruction is aligned to the RI Alternate Grade Span Expectations, includes functional skills, and includes short-term objectives/ benchmarks.		
	The student is unable to apply academic skills in home, school and community without intensive, frequent and individualized instruction in multiple settings.		

TEAM DECISIONS

YES	FACTORS	NO
-----	---------	----

	The decision to administer the RIAA is <i>not</i> based solely on the fact that the student has an IEP.	
	The decision to administer the RIAA is <i>not</i> based solely on the fact that the student's instructional reading level is below grade level expectations.	
	The decision to administer the RIAA is <i>not</i> based solely on the fact that the student is not expected to perform well on state assessment.	
	The decision to administer the RIAA is <i>not</i> based on the fact that the student is expected to experience distress under testing conditions.	
	The decision to administer the RIAA is <i>not</i> based on the fact that the student has excessive or extended absences.	
	The decision to administer the RIAA is <i>not</i> based on the fact that the student has a visual or auditory disability, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, economic or language differences.	

Appendix D: District Codes

01 Barrington Barrington Schools	99 Foster-Glocester Foster-Glocester Regional Schools	25 North Smithfield North Smithfield Schools
96 Bristol Warren Bristol Warren Regional Schools	13 Glocester Glocester Schools	26 Pawtucket Pawtucket Schools
03 Burrillville Burrillville Schools	15 Jamestown Jamestown Schools	27 Portsmouth Portsmouth Schools
04 Central Falls Central Falls Schools	16 Johnston Johnston Schools	28 Providence Providence Schools
98 Chariho Chariho Schools	17 Lincoln Lincoln Schools	30 Scituate Scituate Schools
06 Coventry Coventry Schools	18 Little Compton Little Compton Schools	31 Smithfield Smithfield Schools
07 Cranston Cranston Schools	19 Middletown Middletown Schools	32 South Kingstown South Kingstown Schools
08 Cumberland Cumberland Schools	20 Narragansett Narragansett Schools	33 Tiverton Tiverton Schools
09 East Greenwich East Greenwich Schools	21 Newport Newport Schools	35 Warwick Warwick Schools
10 East Providence East Providence Schools	22 New Shoreham New Shoreham Schools	36 Westerly Westerly Schools
97 Exeter-West Greenwich Exeter-West Greenwich Regional Schools	23 North Kingstown North Kingstown Schools	38 West Warwick West Warwick Schools
12 Foster Foster Schools	24 North Providence North Providence Schools	39 Woonsocket Woonsocket Schools
		90 Other

Appendix E: Harcourt Master File Sheet

Master File Sheet

School Info:

Test Administration: RHODE ISLAND NEW STDS PUBLIC SCHOOLS **Status:** SUBMITTED

School: R.I.D.E.

District: R.I.D.E.

District Code: 111

Building Name: R.I.D.E.

School Code: 11101

Address: 255 WESTMINSTER ST

PROVIDENCE RI 029033400

Contact: DR ELLEN HEDLUND

Phone: 40122246002111

Email:

Returned Materials

<u>Grade</u>	<u>Number of Groups</u>	<u>Numbr of Documents</u>
Grade 11	30	500
Other	0	0

Tracking Numbers:

Scorable Materials

1Z722W273814437482
1Z722W273814437473
1Z722W273814437491
1Z722W273814437500

Non-Scorable and Unused Materials

1Z7823E3715767970

For Scoring Center Use Only:

Testing Program:
Receiving Number: X
Last Modified By:

Order Number:
Date Received:
Last Modified On:

New Standards Reference Examinations – ELA/Math front of scan

49

SCHOOL STAFF USE ONLY

G ACCOUNTABILITY

☐ Student enrolled after March 13, 2006 and completed this test.

Test Booklet is being returned blank in one or more sessions for the following reasons:

☐ Student is taking the Alternate Assessment

☐ Student is new to U.S. after June 30, 2005 and is LEP (ELA only)

☐ Student withdrew from school after March 13, 2006

☐ Student enrolled in school after March 13, 2006

☐ State-approved special consideration

☐ Student was enrolled on March 13, 2006 and did not complete test for reasons other than those listed above.

H TESTING ACCOMMODATIONS
(Up to Six Accommodation Codes May Be Indicated)

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

I Complete, as appropriate

HOME SCHOOLED

☐ Yes

J SENDING DISTRICT FOR OUTPLACEMENT STUDENTS
(Enter 2-digit code from administration manual.)

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

K RESEARCH

A	B	C	D	E	F	G	H	I	J
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

81098 39

DIRECTIONS: This form must be completed and placed on top of student booklets in order for booklets to be processed for scoring. Please use a No. 2 pencil.

[illegible]

SCHOOL CODE
0
1
2
3
4
5
6
7
8
9

[illegible]

6A

**DOCUMENT COUNT
(ENGLISH)**

Enter the total number (right justified, e.g., "009") of USED English Mathematics booklets being returned for processing. Be sure this count includes booklets with incomplete work, and booklets with Pre-ID labels or gridded for any enrolled students who did not take the test.

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

6B DOCUMENT COUNT (SPANISH) Enter the total number (right justified, e.g., "009") of USED Spanish Mathematics booklets being returned for processing. Be sure this count includes booklets with incomplete work, and booklets with Pre-ID labels or gridded for any enrolled students who did not take the test.			
	0	0	0
	1	1	1
	2	2	2
	3	3	3
	4	4	4
	5	5	5
	6	6	6
	7	7	7
	8	8	8
9	9	9	



District: _____ State: _____



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TPC 64022

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

999-8031-74-5 P410

DIRECTIONS: This form must be completed and placed on top of student booklets in order for booklets to be processed for scoring. Please use a No. 2 pencil.

[illegible]